

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [X] Magnet [] Choice

Name of Principal Mrs. Tennille Wallace

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Merle Sidener Gifted Academy

(As it should appear in the official records)

School Mailing Address 2424 Kessler Blvd East Dr

(If address is P.O. Box, also include street address.)

City Indianapolis State IN Zip Code+4 (9 digits total) 46220-2867

County Marion County State School Code Number* 5577

Telephone 317-226-4529 Fax 317-226-3059

Web site/URL http://www.sideneracademy.com E-mail wallactg@ips.k12.in.us

Twitter Handle

@SidenerAcademy Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Dr. Lewis Ferebee E-mail: ferebeel@myips.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Indianapolis Public Schools Tel. 317-226-4000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Annie Roof
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 49 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 8 High schools
 - 1 K-12 schools
- 60 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	27	22	49
3	21	26	47
4	26	25	51
5	27	22	49
6	24	24	48
7	23	25	48
8	25	21	46
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	173	165	338

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 30 % Black or African American
 - 12 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 46 % White
 - 9 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 8%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1	323
(5) Total transferred students in row (3) divided by total students in row (4)	0.084
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 4 %
14 Total number ELL
 Number of non-English languages represented: 4
 Specify non-English languages: Spanish, Tagrinya, Russian, Mandarin
8. Students eligible for free/reduced-priced meals: 56 %
 Total number students who qualify: 180

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 7 %
24 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

7 Autism	0 Orthopedic Impairment
0 Deafness	5 Other Health Impaired
0 Deaf-Blindness	0 Specific Learning Disability
1 Emotional Disturbance	10 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	1 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	98%	98%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Merle Sidener Gifted Academy serves to meet the unique academic, social, and emotional needs of high ability students from diverse social, cultural and economic backgrounds. We are committed to developing independent, self-directed learners and believe that its administration, faculty, staff and community at large must share responsibility for meeting these needs as well. Our vision is to be the nation's premier high ability program and a model for implementing technology and differentiating curriculum for students.

Opening our doors in the Fall of 2008 with grades two through five with almost two hundred students, we have grown to house three hundred and fifty students in grades two through eight, adding a grade level each year until our middle school was at capacity. As an Options school within Indianapolis Public Schools, students have to test and qualify to attend Merle Sidener Gifted Academy. Enrollment in Merle Sidener Gifted Academy is based upon scores from the SIGS (Scales for Identifying Gifted Students), CogAt (Cognitive Abilities test), TerraNova, and ISTEP+ Achievement test scores. Students in first grade are screened and tested in the winter of each year and letters inviting students to attend are sent in the early spring. In addition to welcoming a class of fifty second grade students each year, we typically welcome five to seven new students per year in grades three through eight due to normal attrition such as families moving into or out of the area.

Located on the north east side of Indianapolis and named after journalist Merle Sidener, our three hundred and fifty students represent just greater than one percent of the Indianapolis Public Schools' population of approximately thirty thousand students. Our ISTEP+ passing rates are typically greater than 95% yet our economic diversity represents an inner city district with more than 56% of students receiving free and reduced lunch. Our strengths do not rest with our student's outstanding ISTEP accomplishment; we push ourselves everyday to improve. Students, faculty, and parents seek to improve the educational offerings by adding what students are interested in participating in. In the 2013 – 2014 school year, with the help of a TechPoint grant and a grant from Mayor Ballard's office, we implemented robotics for grades 2-8. The TechPoint grant allowed us to establish a First Lego League team and a Junior First Lego League team that brought home a "Core Values" trophy during our first competition. In the 2012 – 2013 school year, we began a MathCounts competition team that qualified to attend the state competition in their first year. In the 2012 – 2013 school year, we implemented We The People, which promotes civic competence and responsibility among the nation's upper elementary and secondary students. In our first year, our students were awarded District Champions in six out of seven Units and were selected to compete at the state level. Also in the 2012 – 2013 school year, we implemented sports for students in grades 4-8. In the 2013 – 2014 school year, our 5th and 6th grade boys basketball team brought home the championship trophy and our 6th – 8th grade girls softball team brought home the league runner-up trophy.

Students at Merle Sidener Gifted Academy in grades 4-8 began using netbooks to enhance their instruction in the 2010–2011 school year. Using the SAMR framework for technology integration (Substitution, Augmentation, Modification, Redefinition), the netbooks provided students and teachers with a tool to substitute previous work done by paper and pencil and also provided students with hands on access to the Internet for research. Students used the devices in a 1-to-1 setting and took the devices home to continue their instruction while not at school. In the same year, the four classrooms with grades 2-3 received an iPad cart to use in their room to extend the learning opportunities for these students as well. With the declining use of the netbooks due to age, in the 2012–2013 school year, iPads were purchased for all students in all grade levels. In our initial deployment in August of 2013 students were assigned an individual iPad to use. Over the 2013–2014 school year, teachers are receiving ongoing professional development to move teachers and students from Substitution to Redefinition level of the SAMR model. The goal is to work towards Apple's Education Recognition Program in the coming year to gain recognition for the outstanding accomplishments that are being made regarding technology integration.

Being nominated as a National Blue Ribbon school is quite an honor for a school that is only six years old. We deserve that honor because of our relentless quest to be the best we can be, to improve everything we do from differentiating our curriculum to allow a 4th grader to take Algebra to providing extensive after school activities to enhance the experience for all of our students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Student centered instruction at high rigor levels is the norm at Merle Sidener Gifted Academy. Using the Indiana Statewide Testing for Educational Progress Plus (ISTEP+), students in Grades 3-8 are assessed yearly. The purpose is to measure student achievement annually in English/Language Arts and Mathematics. Students are also assessed in Science (Grade 4 and 6 only) and Social Studies (Grade 5 and 7 only). ISTEP+ is administered in the spring of each year and includes an Applied Skills Assessment and a Multiple-Choice Assessment. Cut scores are set by the state for each grade level in each subject tested. Students identified as Pass show mastery at or above the cut scores. Students who demonstrate a high level of proficiency are noted with Passed+.

Each summer before school begins teams meet to review student results, specifically looking for strengths and weaknesses in instruction and learning. Student achievement data is disaggregated by AYP (Adequate Yearly Progress) subgroup noting shifts or changes in proficiency which may apply to specific groups so that appropriate actions may be taken to assist and encourage all students to meet high expectations. Students routinely pass ISTEP+ with the exception of one to two students historically. The focus is on moving more students from Pass to Pass+, again focusing on constant improvement.

Over the last five years, the school has changed and evolved as the school began with Grades 2-5 in 2008–2009 and added a grade level each year until the school housed Grades 2-8. Looking historically over the last five years at least 95% of the students have passed the mathematics ISTEP+ with the lowest passing score being our 6th graders from the 2010 – 2011 school year. In English/Language Arts, the lowest passing percentage is 93% of 5th graders from the 2009 – 2010 school year. In using the Acuity progress monitoring to predict ISTEP+ a few students will score Will Not Pass, but when a discussion occurs with the student the reason seems to identify motivation not student preparedness for assessments.

Critically analyzing the state criterion referenced assessment data; there are only two reportable subgroups, Free/Reduced Lunch and African American students. Both of these subgroups typically lag behind the White student subgroup by at least ten points although there are atypical spikes and drops in data that are inconsistent with this observation. As a school wide Title I school, many of the students that fall within these two subgroups also qualify for Title I services and receive intervention services in English/Language Arts and Math. Students are screened for Title I support using the Acuity data from early in the school year and ISTEP+ from the previous school year, if available. Using these data points, students needing support are offered Title I services.

In the 2013 – 2014 school year, several changes were made to the master schedule to best meet the needs of the students and to grow more students from Pass to Pass+. Students in Grades 2 and 3 are scheduled on two-person teams with one teacher teaching English/Language Arts and Social Studies and the other teacher teaching Math and Science. The schedule also contains a thirty-minute period for enrichment and intervention, which is used to pull students for needed remediation, either Title I or classroom based remediation. Students in Grades 4 and 5 are scheduled on a four person team with one teacher teaching Reading/Language Arts, another teacher teaching Mathematics, another teaching Science, and the last teaching Social Studies. Students at these grade levels also have a built-in enrichment and intervention time. Students who do not need additional remediation use this time for independent enrichment learning activities. Middle school students have a traditional rotation and students needing additional remediation are offered after school opportunities for additional assistance. Implementing these changes have aligned teachers with subject area strengths to increase the excitement and engagement for students in individual subjects. Students with excitement and engagement with additional support will increase performance levels so that more students score in the Pass+ range.

In addition to scheduling changes, student achievement is monitored through the use of data resumes. Each student maintains a data resume with state criterion referenced test data, grades from current and past school years, progress monitoring data, and attendance data. Monthly data interviews occur between students and

teachers to ensure that students are taking ownership of their data. The school administrator also reviews data resumes and has conversations with students to ensure that students stay focused on celebrating past successes and improving to their personal best.

2. Using Assessment Results:

Merle Sidener Gifted Academy utilizes instructional strategies and curriculum to meet the needs of students at high levels. Teachers use multiple assessment to assess students throughout the year to ensure that each student is meeting his/her potential.

At the beginning and end of each year, each English language arts teacher and mathematics teacher administers a curriculum based assessment that is aligned to state standards. The results of this assessment determine a baseline for each student. The results are used by the student success teachers to guide intervention and enrichment for students, and the results are shared with each student in a data talk and noted in a student's data resume. During the data talk, each student meets with their teacher to set a goal for the end of year curriculum based assessment.

In addition to the curriculum based assessment, each student in our district takes the Scholastic Reading Inventory assessment three times each year to determine a lexile range for the student. Teachers appreciate using this lexile framework to determine the reading comprehension level of the students. This information is used in the classroom to create small groups during the literature circles within the English language arts classes.

Acuity is our progress monitoring assessment given three times per year as a predictive of a student's likelihood to pass ISTEP, our state assessment. Students take the English language arts, mathematics, science, and social studies sections depending on which ISTEP assessments are taken. The results of this assessment, like those of SRI and the curriculum based assessments, are documented in the data resume of each student and discussed during the data talks.

After each of our assessment periods, students are placed in one of three groups: I - Intervention required, M - Monitoring required, and A - Acceleration required. The flexible groups allow us to provide appropriate instruction in the classroom for students in the M and A groups. Students in the I group receive intervention services throughout the day at times that do not interfere with core instruction.

Our data is actionable when students complete their data resumes and hold data talks with their parents. Teachers can also track student data on a data wall in the conference room that provides a 'glyph-like' picture of student progress that visibly shows students in a 'norm' area or 'outlier' area. Detailed conversations on a biweekly basis are started from this data and drive instruction in the classroom, which is evidenced by teacher lesson plans.

Parents are invited into the building three times per year and students present the information from their data resume and data talks to their parents. In addition to this formal process, information is sent to parents in newsletters and presented at workshops throughout the year as well. Community members are able to share in our success as well with our community outreach events that are attending by the public.

3. Sharing Lessons Learned:

Even as a relatively new school, Sidener Academy has had many opportunities to share its successful strategies with various audiences. Whether within the district, with staff from other schools, with staff from other countries, or with broader audiences, such as the media, the staff proudly shares with others the ways in which Sidener Academy has grown into a successful school.

Within the district, Sidener Academy staff members choose to attend district professional development opportunities. In the process of gaining new ideas from others, the staff often is able to share activities and teaching ideas with staff from other schools. More specifically, this includes Discovery Education meetings,

in which the social studies and science teachers share how teachers use the program in their classrooms. The program focuses on using video clips from the Discovery Education website. Sidener Academy teachers share projects they have created for the Discovery Education program. Spanish classes celebrated a special Day of the Dead art project that was shared on the district website. Additionally, the staff has been chosen to help design curriculum for the district. Middle school social studies and language arts teachers were included in a curriculum development team for the district, which allowed them to share their ideas and impact the district-wide humanities curriculum.

Sidener Academy also collaborates with teachers from other schools. Recently, eighth grade students visited Shortridge High School to hold a practice competition for We the People. The social studies staff and the students at Shortridge watched the practice in order to take notes and get ideas in preparation for next year's district competition. A group of educators from another country visited Sidener Academy to learn about how we teach math. They observed math lessons taught by various teachers throughout the building, looked at curriculum resources, and asked questions about the curriculum. Sidener Academy has also been featured on the local news. Last year, a reporter visited our school and interviewed several teachers about successful strategies within the classroom.

4. Engaging Families and Community:

The strategies for engaging families and community in the success of students and school improvement are generated from the knowledge that the students are Sidener Academy's greatest resource. The needs of these students in Indianapolis Public Schools are met and nurtured here at Sidener Academy in an environment that provides an enriching and safe place where high ability students can learn at an accelerated pace with differentiated instruction and curriculum that enables them to learn at a pace that each student can demonstrate mastery as they progress academically.

Therefore, Sidener Academy strives to build a positive community of parent involvement by equipping parents and guardians with concise, well-organized, and effective information and materials to support students' academic, emotional, social, and extra-curricular needs. Monthly parent workshops are provided on topics such as time management and organization, assessing executive skills of students and parents, ISTEP+ and IREAD-3 preparation, learning styles, family book clubs, close reading and critical thinking. Parents are able to understand their students more deeply and often may discover their own gifted and talented characteristics as adults. These workshops enable parents to more effectively assist, reinforce, and complement their student's learning in the classroom. Parents are also able to share input about their successes and challenges with other parents.

Our Parent Resource Center provides resources from community services to the Indiana and Common Core Standards, our School Improvement Plan, and parent reading materials on an array of topics from parenting gifted children, the out-of-sync child and mental math secrets to the introverted child's hidden gifts. This strategy of providing parent resources is a continuous process to assist in supporting parenting Sidener Academy's high ability students.

Effective communications is another strategy for engaging families and community that are consistently executed through the school website, school calendar, Sidener PTA facebook page and Sidener's twitter account along with e-mail, classroom newsletters, automated school-wide phone calls, IPS Online, and personal contact with our parents and guardians. We offer many extra-curricular activities including sports, art, music, robotics, and chess club. These communication strategies are crucial to keeping our parents and community informed.

Sidener Academy also has an active PTA with 100% teacher membership that provides volunteer opportunities for the parents and community through fundraising efforts, grant awards for the teachers, support of the classroom teachers in purchasing materials, copying of classroom materials, meals for teacher appreciation activities, and monthly family activities.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Sidener Academy is designed to meet the unique needs of students who are academically advanced. Sidener Academy offers a program that provides an atmosphere for stimulating our students by engaging them in a curriculum design that emphasizes higher level thinking skills in all subject areas. Each subject area is studied in greater depth and breadth, and often instruction will be above grade level. The curriculum is responsive to the special needs of the gifted student and the twice-exceptional students by allowing hands-on experiences, flexible grouping, acceleration, pre-assessment of foundational skills prior to teaching, and numerous opportunities for students to explore their individual interests. High ability students need a differentiated curriculum that is appropriate and utilizes problem solving, critical and creative thinking skills, and integrated thematic instruction; and is designed to address the individual characteristics, needs, abilities, and interests of all learners.

The Curry/Samara Model is the curriculum, instruction, and assessment model that is used at Sidener Academy. This model allows teachers to differentiate instruction using higher levels of thinking. Teacher learning objectives provide students with the content, process, and product associated with each lesson. Differentiation strategies include choice boards, learning contracts, exit cards, and tiered lessons. Lessons are differentiated in pacing, depth, and level of complexity. This curriculum model accommodates diverse learners and gives students opportunities to demonstrate mastery of skills with products that satisfy their various learning styles and interests.

The Language Arts curriculum includes novels with above grade level lexile scores and William and Mary Literary Units designed specifically for high ability students. Students are provided with opportunities to demonstrate comprehension and analyze text using written and oral products. Shurley English, the grammar curriculum, allows for multiple experiences with various writing purposes.

The Mathematics curriculum aligns with state standards and common core standards. Advanced units of study are introduced using M3, Mentoring Mathematical Minds. Students can experience real world applications while mastering above grade level content skills. Online resources such as TenMarks and Ipad apps are used to support the math curriculum.

Full Option Science System (FOSS) and Delta Science Modules are utilized for hands-on learning in Science. Students are given multiple opportunities to pursue in-depth investigations involving Life Science, Physical Science, Earth Science, and Engineering & Technology. Discovery Education activities supplement the curriculum.

The Social Studies curriculum explores Indiana History, US History, and World History across various grade levels. Geography, Civics and Government, Economics, and Western Civilization are also topics that are covered. Students are given first hand knowledge of certain topics by participating in field trips and Discovery Education learning.

A strong Visual and Performing Arts program can be found at Sidener Academy. Students are provided with instruction in vocal and instrumental music. Music concepts are taught through a variety of instruments, songs, and dance. Our multi-grade level orchestra performs at school wide programs, along with choral performances and talent shows. The Visual Arts emphasizes elements of art by analyzing and creating artistic pieces using line, shape, texture, space, color, form, and value. Students are introduced to various artists and their mode of creativity, while being encouraged to produce authentic works of art.

The Physical Education program supports whole body learning. Students engage in physical activity to promote overall health. Action Based Learning is an integral part of their physical education classes. The Wellness Committee supports the PE curriculum by encouraging healthy choices for staff and students.

Technology is appropriately integrated in all subject areas. iPads provided to each student are used to

supplement and support instruction. An after school robotics club combines learning with fun.

Students receive instruction in a foreign language at all grade levels. Spanish and Mandarin Chinese are offered to our students. Online resources, such as Mango Languages and DuoLingo, support the foreign language curriculum.

Our middle school students are challenged to excel in high school by being offered advanced classes and by receiving high school credit for some of their classes. Humanities classes combine Social Studies and Reading standards to enhance the curriculum. Algebra, Geometry, and Biology are just a few of the classes offered to Sidener Academy middle school students. Students can also participate in service learning opportunities and global awareness activities.

2. Reading/English:

a. Sidener Academy students are provided a Reading curriculum that is more intellectually demanding than the basic curriculum provided in a traditional school setting. Sidener Academy is using Van Tassel-Baska's Integrated Curriculum Model (ICM) and the Curry/Samara Model (CSM) of Curriculum, Instruction, & Assessment for Reading. The ICM was used to develop curricular frameworks and units designed to respond to gifted learners' characteristics through its three dimensions of advanced content, higher-level processes and product development, and interdisciplinary concepts, issues, and themes. The CSM helps educators understand and use strategies related to curriculum, instruction and assessment that improve student performance through dynamic teaching and engaged learning.

Sidener Academy is using the Reading Units for High-Ability Learners from The College of William and Mary School of Education, Center for Gifted Education and curriculum developed by Ball State University, Center for Gifted Studies and Talent Development. These units use an inquiry-based approach to investigate literature in an interdisciplinary, multicultural curriculum. Vocabulary development, writing activities, oral communication research and reasoning are integrated into the units. The writing activities allow students to explore and research significant issues and the roles and perspectives of individuals related to these issues.

Sidener Academy is making effort/progress to improve the reading skills of students performing below and above grade level by using various types of questions and activities that move students from lower order, concrete-thinking skills to higher order, critical thinking skills. The CSM assists teachers in planning and implementing instructional activities that responds to learner needs.

Also, Sidener Academy uses the District's Eight-Step Model. The core of the 8 Step Process is teachers and administrators meeting regularly for Learning Log meetings, during which they look at disaggregated data from scrimmages and other sources. Based on this data, teachers then adjust instruction. Students are also grouped based on their scores for either further instruction or enrichment activities relative to the standards. This grouping often takes place during a regular enrichment and intervention period.

b. Sidener Academy's English/language arts program is rigorous and powerful, with a strong emphasis on the humanities in the upper grades. Sidener Academy's English/language arts curriculum derives from the College of William and Mary, located in Williamsburg, Virginia. Many of Sidener's teachers have been to the College of William and Mary for training sessions on its implementation of unit plans and methods. Many units, including Persuasion, Autobiography, and 19th Century Literary Movements, are implemented into the curriculum, along with studies and practice regarding etymology (Word Within the Word), grammar (The Magic Lens), writing (Advanced Academic Writing), and assorted novels (Charlotte's Web, Bridge to Terabithia, The Giver, Animal Farm, Lord of the Flies, and To Kill a Mockingbird). The English/language arts curriculum is two levels above grade level, per each grade.

Students are also required to think at different deeper levels, regardless of grade or age. The Curry/Samara Model of Curriculum, Instruction, and Assessment is an integrated, standards-based approach to teaching and learning that is used in regular, gifted and inclusion classrooms to assist teachers in meeting the needs of learners at all levels. Curry/Samara Model addresses differentiation from three dimensions, content, process,

and product, and focuses on the implementation of instructional strategies in six categories: content, thinking, product, assessment, facilitation, and reflection.

Even though Sidener has many students reading above grade level, they still have students that are reading below or at grade level. Scholastic Reading Inventory (SRI) is a reading assessment program, which provides immediate, actionable data on students' reading levels and growth over time. SRI helps educators differentiate instruction, make meaningful interventions, forecast growth toward grade-level state tests, and demonstrate accountability. Students are also given names of novels that are compatible with the given SRI scores.

3. Mathematics:

As a high ability school, Sidener Academy teaches math using a rigorous and accelerated curriculum that is differentiated to best meet the specific needs of our students. Teachers' specific instructional styles and methods vary, but the school as a whole excels in differentiation in instruction, acceleration, and activating high-level thinking skills while still focusing on foundational skills.

The Curry/Samara Model is used throughout Sidener Academy, integrating differentiation through content, process, product, readiness and interest, and pacing. Teachers use whole group, flexible small groups, and one-on-one instruction in classrooms as needed to best fit their students' needs. Students are engaged through choice boards, stations, manipulatives, white board practice, and technology, including web-based programs, iPad applications, and labs.

Students at Sidener Academy are placed in math courses by their ability and maturity level, not just by grade level. Our curriculum is compacted to allow acceleration and to keep our students interested. Instruction includes grade-level and above skills in each grade. Students in the lower grades are placed in flexible groups. Our upper elementary students are instructed through TenMarks.com. Students self-pace their instruction and are required to master material before moving on to a new concept. Small group instruction is offered to students who need additional help. Middle school students are offered pre-algebra and three high school level courses. Pre-algebra is not required for a student to take algebra, but most students take it in sixth grade and sometimes seventh. Sixth grade pre-algebra is an accelerated course of the standards that are typically taught in the sixth, seventh, and eighth grades. Seventh grade pre-algebra includes seventh and eighth grade standards. The high school level courses that are offered are Algebra I, Algebra II, and Geometry, all of which are paced the same as they would be in a high school setting.

Strategies are used to ensure that concepts are not just memorized, but understood at a deeper level. Cross-curriculum instruction, particularly with science, is integrated to allow students to make real-life connections. Instruction is supplemented with Mentoring Mathematical Minds, requiring students to write about math and discuss it in small groups and as a whole class. Foundational skills are focused on through weekly timed tests and computation practice. Title I small group instruction is offered to students as needed for foundational skill practice.

4. Additional Curriculum Area:

Sidener Academy has a strong commitment to the school's mission of providing relevant experiences that serve the unique and diverse population of high ability students. Specifically, the visual and performing arts curriculum provide unique opportunities for students to learn, interpret, and apply their knowledge through a variety of products and performances that exhibit their own imaginative processes. Sidener Academy hosts community and school performances that celebrate cultural differences and achievements.

The Fine Arts program at Sidener Academy works to create an environment where students are drivers in the learning process. This is an essential compliment to the student's high ability needs. Visual and performing arts provide an outlet that fosters and develops skills such as creative and critical thinking and problem solving. In addition to teaching students the academic requirements found within specific standards, we encourage students to use art as a communication tool. We are developing students to be more

independent and self-directed learners while teaching them to seek and find academic connections.

Incorporating elements of the Visual Thinking Strategies (VTS) curriculum, students are exposed to a variety of artists in multiple genres to learn about the cultural relevance of the artist in addition to the Art theory concepts embodied by the art work. Through extensive collaboration, the Art teacher and classroom teachers work together to connect this cultural relevance to other curriculum areas, such as social studies. Students work toward mastery of skills and display their achievement in the hallways as if hung in the most prestigious gallery. All ability levels are celebrated.

Our music program uses the General Music state standards as the basis for curriculum, but our music teachers seeks out unique opportunities to offer engaging opportunities for students. With the support of a VH1 grant, we offer orchestra to all students in grades 2-8 on top of their general music curriculum. We have implemented a drum line in the 2013 - 2014 school year as well. The start up expense of this endeavor has been a challenge so we have partnered with a nearby high school to utilize their equipment after school to provide an exceptional experience for our students. Students celebrate their music experience by providing a Community Day in the spring of each year. Community Day is organized by the middle school students and the 150 middle school students are split into small groups and highlight a selection of vocal or instrumental music that is demonstrated at Community Day.

Through participation in these acts of creation, students experience levels of success that can be great character and self-esteem builders. These successes also support the students' academic and emotional needs while also helping to build a strong school culture. It is this encouragement that brings a sense of oneness and belonging to our school. If a school is safe, learning can take place. The Visual Culture of the school reflects and supports our mission to serve the unique academic, social and emotional needs of high ability students from diverse social and cultural backgrounds.

5. Instructional Methods:

Sidener Academy uses student data (pre and post-assessments, Scholastic Reading Inventory Assessment, and Acuity Assessment) to differentiate instruction, and teachers utilize the Curry/Samara Model to develop a differentiated curriculum. In addition, technology is integrated into the curriculum to develop 21st Century Skills.

The Curry/Samara Model encourages intentional teaching. The teachers differentiate in content, process, or product, while also focusing on readiness and interest. When creating learning activities, teachers apply Bloom's Taxonomy (knowledge, comprehension, application, analysis, creative thinking, and critical thinking). Using pre-assessments and curriculum compacting, teachers begin learning activities at each student's level of learning for the learning objective, and students develop deeper depth and/or breadth of each learning objective. This allows the students to advance in the content that address each level of learning, and offers opportunities for acceleration and enrichment. The model also empowers the teacher to provide authentic product customization for students to demonstrate proficiency or share understanding using the modalities of learning (kinesthetic, auditory, visual, and written products). Finally, the Curry/Samara model provides questioning strategies to accommodate the diverse needs of students during instruction. During whole and flexible grouping instructional opportunities, questioning strategies originate with a question using the cognitive (Bloom's Taxonomy) verbs. The verbs focus on intentional questioning at various levels of learning. Then, simultaneity techniques (pair share, choral response, visual cue, quick write, and timed thinking) are used to help students prepare quality responses. In addition, randomness is used to keep all students engaged. If needed, the teacher utilizes the wait time and coaching technique to encourage the confidence of struggling students to answer questions.

Technology assists all teachers and students at Sidener Academy. All students are given iPads as an additional learning tool for differentiated instruction. Through applications and Internet based programs, the iPad provides practice and instruction for struggling students and independent learning for independent learners. Additionally, each teacher has access to a Promethean board, Dukane Air Slate and Document Camera, and Activoters for teaching in multiple settings.

6. Professional Development:

Sidener Academy uses a variety of programs and curriculum. The staff has been involved with numerous opportunities for professional development.

We have had numerous workshops developing the use of Curry/Samara Model for curriculum planning. This program takes the curriculum from the basic knowledge level up through synthesis for critical thinking. Several teachers have used this for their curriculum planning.

Staff received professional development at the inception of our program for Math. Mentoring Mathematical Minds is being used in grades three through five. We also had training for Trailblazers Math, which is being used in grades two and three. Fourth and fifth grades are currently using TenMarks.com as an online resource for their driven instruction.

The College of William and Mary and Ball State University have provided professional development to the staff. The reading program being used for Sidener Academy is William and Mary Curriculum and novel units introduced by Ball State University. Teachers have had training for the use of choice boards and menus to provide differentiation of instruction through process, product, and content for our students.

Document Based Questioning workshops have been provided by the Social Studies department for Humanities Studies for our middle school staff. The Indiana Bar Association has provided We The People Training as professional development. Our middle school humanities staff and fifth grade teachers have attended this.

Teachers have also had professional development for the Spelling City app students use to practice their vocabulary that goes along with their literature, science, and social studies topics. This has given the students opportunities to learn and use vocabulary that stretches their learning. Writing Workshops provided by the District and Clowes Hall have also aided teachers in improving their skills to teach writing to students at Sidener Academy. Writing has been integrated across all curricular areas to challenge our students with their skills.

There have been numerous technology workshops provided to the staff through the IPS IT Department. These workshops have included IPS on-line, the use of Promethean Boards, Active-votes to use with Promethean Board, iPads, slate boards, and MacBook Pros.

7. School Leadership

School leadership at Sidener Academy is service oriented with a team approach. During preplanning meetings, either during the summer or school year before, staff, students, and parents meet to discuss goals for the upcoming school year. Our goals have revolved around five key areas: Technology, Wellness needs of students and staff, Social needs of students and staff, Community Partners, and Response to Intervention/Curriculum. Each of these areas has arisen from looking at building level data and by taking into account the academic, social and emotional needs of gifted students. Staff members across grade levels & subject areas form teams around the five areas mentioned above. Staff are given the opportunity to join the committees that interest them the most. These committee teams meet regularly to make proactive improvement plans & to implement them. Each team has a leader, who together form the leadership team. This team reports back to administration twice monthly in order to review goals, progress, projects & needs regarding our goals & other building level decisions. Aside from these committees, we also meet in Professional Learning Communities before school once per month. These PLCs are horizontal teams based on grade level and focus on professional development of staff. Current professional development focuses on technology implementation in the classroom and book studies of relevant educational pedagogy and cultural nurturing of students.

With the most recent shift in school leadership came a shift in the student-focused nature of the staff and the engagement of parents and students. Ideas are nurtured and programs and activities are created and

implemented to support ideas from all stakeholders. A sports program was recently implemented that ensures that upper level middle school students don't transfer out because they want to play sports. Robotics, Academic Pursuit, Math Counts, Math Pentathalon, Drum Line, Geography Bee, Chess, Karate, and Art Club are all student opportunities that have been added to support and nurture student achievement. Each of these activities would not be possible without the positive attitude and servant leadership approach at Sidener Academy.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3

Publisher: McGraw-Hill

Test: ISTEP+

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Pass	100	100	100	100	100
Pass+	58	54	67	60	87
Number of students tested	50	41	43	43	46
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass	100	100	100	100	100
Pass+	52	44	58	52	90
Number of students tested	25	32	26	29	30
2. Students receiving Special Education					
Pass					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass					
Pass+					
Number of students tested					
5. African- American Students					
Pass	100	100	100	100	100
Pass+	31	29	73	53	94
Number of students tested	13	14	15	19	16
6. Asian Students					
Pass					
Pass+					
Number of students tested					
7. American Indian or					

Alaska Native Students					
Pass					
Pass+					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass					
Pass+					
Number of students tested					
9. White Students					
Pass	100	100	100	100	100
Pass+	63	65	76	76	83
Number of students tested	27	17	21	17	18
10. Two or More Races identified Students					
Pass					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass					
Pass+					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: McGraw-Hill

Test: ISTEP+
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Pass	100	100	100	100	100
Pass+	82	61	65	62	53
Number of students tested	50	41	43	46	43
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass	100	100	100	100	100
Pass+	81	52	54	56	48
Number of students tested	31	21	28	27	31
2. Students receiving Special Education					
Pass					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass					
Pass+					
Number of students tested					
5. African- American Students					
Pass	100	100	100	100	100
Pass+	73	64	53	53	56
Number of students tested	15	14	17	19	18
6. Asian Students					
Pass					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass					
Pass+					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass					
Pass+					
Number of students tested					
9. White Students					
Pass	100	100	100	100	100
Pass+	14	57	70	61	53
Number of students tested	21	21	20	17	15
10. Two or More Races identified Students					
Pass					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass					
Pass+					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: McGraw-Hill

Test: ISTEP+
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Pass	98	100	98	96	100
Pass+	69	62	48	58	35
Number of students tested	49	47	44	42	43
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass	100	100	96	97	100
Pass+	62	50	26	59	28
Number of students tested	29	28	22	30	32
2. Students receiving Special Education					
Pass					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass					
Pass+					
Number of students tested					
5. African- American Students					
Pass	100	100	95	95	100
Pass+	52	50	53	47	21
Number of students tested	21	18	18	17	19
6. Asian Students					
Pass					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass					
Pass+					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass					
Pass+					
Number of students tested					
9. White Students					
Pass	95	100	100	93	100
Pass+	80	67	47	50	47
Number of students tested	19	24	17	13	17
10. Two or More Races identified Students					
Pass					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass					
Pass+					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 6
Publisher: McGraw-Hill

Test: ISTEP+
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Pass	100	100	95	100	
Pass+	49	53	31	41	
Number of students tested	47	44	43	39	
Percent of total students tested	100	98	96	100	
Number of students tested with alternative assessment	0	0	0	0	
% of students tested with alternative assessment	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass	100	100	93	100	
Pass+	26	42	27	37	
Number of students tested	27	26	28	30	
2. Students receiving Special Education					
Pass					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass					
Pass+					
Number of students tested					
5. African- American Students					
Pass	100	100	88	100	
Pass+	33	50	35	22	
Number of students tested	18	18	15	18	
6. Asian Students					
Pass					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass					
Pass+					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass					
Pass+					
Number of students tested					
9. White Students					
Pass	100	100	100	100	
Pass+	63	47	31	63	
Number of students tested	24	15	16	16	
10. Two or More Races identified Students					
Pass					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass					
Pass+					
Number of students tested					

NOTES: No 6th grade students in the 2008 - 2009 school year.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 7
Publisher: McGraw-Hill

Test: ISTEP+
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Pass	100	100	97		
Pass+	63	50	47		
Number of students tested	46	40	38		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment	0	0	0		
% of students tested with alternative assessment	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass	100	100	96		
Pass+	46	41	36		
Number of students tested	28	29	24		
2. Students receiving Special Education					
Pass					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass					
Pass+					
Number of students tested					
5. African- American Students					
Pass	100	100	94		
Pass+	68	53	19		
Number of students tested	19	15	15		
6. Asian Students					
Pass					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass					
Pass+					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass					
Pass+					
Number of students tested					
9. White Students					
Pass	100	100	100		
Pass+	60	56	69		
Number of students tested	15	16	16		
10. Two or More Races identified Students					
Pass					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass					
Pass+					
Number of students tested					

NOTES: No 7th grade students in the 2008 - 2009 or 2009 - 2010 school years.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 8
Publisher: McGraw-Hill

Test: ISTEP+
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES*					
Pass	100	100			
Pass+	42	47			
Number of students tested	36	34			
Percent of total students tested	100	100			
Number of students tested with alternative assessment	0	0			
% of students tested with alternative assessment	0	0			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass	100	100			
Pass+	38	43			
Number of students tested	24	21			
2. Students receiving Special Education					
Pass					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass					
Pass+					
Number of students tested					
5. African- American Students					
Pass	100	100			
Pass+	33	25			
Number of students tested	12	12			
6. Asian Students					
Pass					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass					
Pass+					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass					
Pass+					
Number of students tested					
9. White Students					
Pass	100	100			
Pass+	44	62			
Number of students tested	16	13			
10. Two or More Races identified Students					
Pass					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass					
Pass+					
Number of students tested					

NOTES: No 8th grade students in the 2008 - 2009, 2009 - 2010, or 2010 - 2011 school years.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: McGraw-Hill

Test: ISTEP+
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Pass	100	100	100	100	100
Pass+	46	17	49	49	57
Number of students tested	50	41	43	43	46
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass	100	100	100	100	100
Pass+	40	16	38	34	43
Number of students tested	25	32	26	29	30
2. Students receiving Special Education					
Pass					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass					
Pass+					
Number of students tested					
5. African- American Students					
Pass	100	100	100	100	100
Pass+	38	7	27	47	56
Number of students tested	13	14	15	19	16
6. Asian Students					
Pass					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass					
Pass+					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass					
Pass+					
Number of students tested					
9. White Students					
Pass	100	100	100	100	100
Pass+	52	24	62	53	72
Number of students tested	27	17	21	17	18
10. Two or More Races identified Students					
Pass					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass					
Pass+					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: McGraw-Hill

Test: ISTEP+
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Pass	100	100	100	100	98
Pass+	54	73	51	57	30
Number of students tested	50	41	43	46	41
Percent of total students tested	100	100	100	98	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass	100	100	100	100	100
Pass+	45	48	32	48	29
Number of students tested	31	21	28	27	31
2. Students receiving Special Education					
Pass					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass					
Pass+					
Number of students tested					
5. African- American Students					
Pass	100	100	100	100	100
Pass+	60	57	35	47	33
Number of students tested	15	14	17	19	18
6. Asian Students					
Pass					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass					
Pass+					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass					
Pass+					
Number of students tested					
9. White Students					
Pass	100	100	100	100	100
Pass+	48	86	70	67	33
Number of students tested	21	21	20	17	14
10. Two or More Races identified Students					
Pass					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass					
Pass+					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: McGraw-Hill

Test: ISTEP+
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Pass	100	100	96	93	100
Pass+	49	47	43	38	21
Number of students tested	49	47	44	44	43
Percent of total students tested	100	100	100	98	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass	100	100	96	94	100
Pass+	34	32	26	41	16
Number of students tested	29	28	22	29	32
2. Students receiving Special Education					
Pass					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass					
Pass+					
Number of students tested					
5. African- American Students					
Pass	100	100	100	89	100
Pass+	43	33	37	32	5
Number of students tested	21	18	19	16	19
6. Asian Students					
Pass					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass					
Pass+					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass					
Pass+					
Number of students tested					
9. White Students					
Pass	100	100	94	93	100
Pass+	55	54	59	43	41
Number of students tested	20	24	16	13	17
10. Two or More Races identified Students					
Pass					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass					
Pass+					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 6
Publisher: McGraw-Hill

Test: ISTEP+
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Pass	100	98	100	97	
Pass+	55	53	60	33	
Number of students tested	47	44	43	39	
Percent of total students tested	100	98	96	100	
Number of students tested with alternative assessment	0	0	0	0	
% of students tested with alternative assessment	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass	100	96	100	97	
Pass+	41	46	67	33	
Number of students tested	27	96	30	29	
2. Students receiving Special Education					
Pass					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass					
Pass+					
Number of students tested					
5. African- American Students					
Pass	100	100	100	100	
Pass+	50	56	65	6	
Number of students tested	18	18	17	18	
6. Asian Students					
Pass					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass					
Pass+					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass					
Pass+					
Number of students tested					
9. White Students					
Pass	100	93	100	94	
Pass+	63	60	56	63	
Number of students tested	24	14	16	15	
10. Two or More Races identified Students					
Pass					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass					
Pass+					
Number of students tested					

NOTES: No 6th grade students in the 2008 - 2009 school year.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 7
Publisher: McGraw-Hill

Test: ISTEP+
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Jan	Jan
SCHOOL SCORES*					
Pass	100	100	100		
Pass+	70	35	50		
Number of students tested	46	40	38		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment	0	0	0		
% of students tested with alternative assessment	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass	100	100	100		
Pass+	61	31	36		
Number of students tested	28	29	25		
2. Students receiving Special Education					
Pass					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass					
Pass+					
Number of students tested					
5. African- American Students					
Pass	100	100	100		
Pass+	63	33	38		
Number of students tested	19	15	16		
6. Asian Students					
Pass					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass					
Pass+					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass					
Pass+					
Number of students tested					
9. White Students					
Pass	100	100	100		
Pass+	80	38	69		
Number of students tested	15	16	16		
10. Two or More Races identified Students					
Pass					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass					
Pass+					
Number of students tested					

NOTES: No 7th grade students in the 2008 - 2009 or 2009 - 2010 school years.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 8
Publisher: McGraw-Hill

Test: ISTEP+
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES*					
Pass	100	100			
Pass+	33	26			
Number of students tested	36	34			
Percent of total students tested	100	100			
Number of students tested with alternative assessment	0	0			
% of students tested with alternative assessment	0	0			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass	100	100			
Pass+	21	10			
Number of students tested	24	21			
2. Students receiving Special Education					
Pass					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass					
Pass+					
Number of students tested					
5. African- American Students					
Pass	100	100			
Pass+	25	8			
Number of students tested	12	12			
6. Asian Students					
Pass					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass					
Pass+					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass					
Pass+					
Number of students tested					
9. White Students					
Pass	100	100			
Pass+	50	46			
Number of students tested	16	13			
10. Two or More Races identified Students					
Pass					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass					
Pass+					
Number of students tested					

NOTES: No 8th grade students in the 2008 - 2009, 2009 - 2010, or 2010 - 2011 school years.